

**Alberta Assessment Consortium**  
**Grade 5 Social Studies**  
**Performance Assessment Task: Teacher Resource Materials**  
**A Day at the Museum**

**CONTEXT FOR LEARNING**

Students take on the role of applying for a job as a tour guide for the National Museum of Canada. As part of their application, students research stories from one of several groups from Canada's past, and draw conclusions about how that group viewed themselves (sense of identity). They will then share their presentations with other applicants.

Individuals need to feel that their identities are viewed as legitimate before they can contribute to the public good and feel a sense of belonging and empowerment as citizens. This task provides rich opportunities for students to think critically about the links that exist between stories and identities (Social Studies Program of Studies: Grade 5, 2005, p. 4).

**In this Teacher Resource Package:**

- Learner Outcomes (p. 2)
- Assessment Criteria (p. 2)
- For Best Results (pp. 3 – 4)

[Student Task and Evaluation Tools](#)



**Getting the water to the end of the furrow  
in the interest of student learning**

## Grade 5 Social Studies Performance Assessment Task

### A Day at the Museum

#### ASSESSMENT AND EVALUATION OF STUDENT LEARNING

This performance task addresses the following learner outcomes (shown in Times New Roman) from the Alberta Social Studies Program of Studies:

Learner Outcomes		Criteria for Evaluation *
<b>General Outcome 5.2</b> Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.  <b>Stories:</b> Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories. In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada's history and contemporary society.		Students provide evidence of their learning as they:
Number	Specific Outcomes	
<b>Values and Attitudes</b> <b>5.2.1</b> 5.2.1.5  5.2.2 through 5.2.9	<b>Students will appreciate the complexity of identity in the Canadian context:</b> <ul style="list-style-type: none"> <li>acknowledge the contributions made by diverse cultural groups to the evolution of Canada</li> </ul> Note: Depending upon which group a student selects, information about achievement of outcome 5.2.2 through 5.2.9 will also be available.	<ul style="list-style-type: none"> <li>share information</li> </ul>
<b>Values and Attitudes</b> <b>5.2.1</b> 5.2.1.1	<b>Students will appreciate the complexity of identity in the Canadian context:</b> <ul style="list-style-type: none"> <li>recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>draw and support conclusions</li> </ul>
<b>Skills and Processes</b> <b>5.S.7</b> 5.S.7.3	<b>Students will apply the research process:</b> <ul style="list-style-type: none"> <li>draw and support conclusions, based on information gathered, to answer a research question</li> </ul>	
<b>Skills and Processes</b> <b>5.S.8</b> 5.S.8.1  5.S.8.7	<b>Students will demonstrate skills of oral, written and visual literacy:</b> <ul style="list-style-type: none"> <li>select appropriate forms of delivery for written and oral information, taking particular audiences and purposes into consideration</li> <li>communicate effectively through appropriate forms, such as speeches, reports and multimedia presentations, applying information technologies that serve particular audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>communicate information</li> </ul>
<b>Values and Attitudes</b> <b>5.2.1</b> 5.2.1.1	<b>Students will appreciate the complexity of identity in the Canadian context:</b> <ul style="list-style-type: none"> <li>recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>share impression of Canadian identity</li> </ul>

\* Criteria statements appear again in the first column of the rubric and are the basis on which student evaluation is made relative to the learner outcomes.

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#### FOR BEST RESULTS

<b>Instructional Support:</b> What instructional support might students need in order to be successful with the task?	<b>Assessment For Learning Opportunities:</b> What feedback will help students improve their work in progress?
<p>To help students <b>access and retrieve information</b>, consider using:</p> <ul style="list-style-type: none"> <li>• authorized resources</li> <li>• local community and/or school resources</li> <li>• consider interviewing people with backgrounds relevant to the task</li> <li>• websites*, including <a href="http://www.learnalberta.ca">www.learnalberta.ca</a></li> </ul> <p><i>*Links are provided for convenience only; AAC does not guarantee the content or accuracy of the sites. <b>Please preview sites for availability and content before directing your students to use them.</b></i></p>	<ul style="list-style-type: none"> <li>✓ Share the assessment task and criteria with students at the beginning of the unit to help focus their learning during the unit of study.</li> <li>✓ Introduce the rubric to the students and discuss the various levels of quality described. Help the students understand the language of the rubric or adapt the language as necessary for your students. See the <a href="#">AAC Rubric Wordwall</a> for suggestions.</li> <li>✓ View exemplars of student work. NOTE: Exemplars are currently not available for this task. <a href="#">Contact AAC</a> for information on how to submit exemplars for publication.</li> </ul>
<p>To help students <b>share information</b>, brainstorm a list of what constitutes significant information. For example:</p> <ul style="list-style-type: none"> <li>• Is the information on topic?</li> <li>• Is there enough information to help my audience understand?</li> <li>• Does the information help me understand how these people felt about their lives?</li> </ul>	<p><b>Peer Coaching Feedback Tool #1- Student Page 3</b></p> <ul style="list-style-type: none"> <li>✓ If the brainstorming list produces a different set of items to look for than what are listed to the left, replace the items on the feedback tool with the ones generated by the students.</li> <li>✓ Encourage the peer coach to use the feedback tool to provide specific feedback with respect to the quality of the information provided.</li> </ul>
<p>To help <b>students draw and support conclusions</b>:</p> <ul style="list-style-type: none"> <li>• Teachers will need to model how to infer information about identity from stories or historical documents. For example:               <ul style="list-style-type: none"> <li>○ I think the Chinese immigrants felt <u>&lt;conclusion about identity&gt;</u> because <u>&lt;evidence&gt;</u>.</li> <li>○ I think the Chinese immigrants felt <u>like they did not belong</u> because <u>the Head Tax was so expensive that it was difficult for them to save enough money to bring their family members to Canada.</u></li> </ul> </li> </ul>	<p><b>Peer Coaching Feedback Tool #2- Student Page 4</b></p> <ul style="list-style-type: none"> <li>✓ Encourage the peer coach to provide specific feedback with respect to how well the conclusion relates to sense of identity, how well the conclusion is supported and if there is sufficient evidence for the audience to understand.</li> <li>✓ The peer coach should indicate examples of what has been done well, and make suggestions for improvement.</li> </ul>

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## Grade 5 Social Studies Performance Assessment Task

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#### FOR BEST RESULTS (continued)

<b>Instructional Support:</b> What instruction might students need in order to be successful with the task?	<b>Assessment For Learning Opportunities:</b> What feedback will help students improve their work in progress?
To help students <b>communicate information:</b> <ul style="list-style-type: none"> <li>Brainstorm the qualities of an effective presentation in the selected presentation format. For example: An effective multimedia presentation:               <ul style="list-style-type: none"> <li>balances text with visuals</li> <li>organizes information</li> <li>uses animation and sound to support the message, etc.</li> </ul> </li> <li>Possible formats may include poster, multimedia presentation, oral presentation, video, podcast, etc.</li> </ul>	<b>Student Self-Reflection - Student Page 5</b> <ul style="list-style-type: none"> <li>✓ List the qualities identified in the brainstorming session in the LH column of the checklist. Model how to use the checklist with your students.</li> </ul>
To help students <b>share impressions of Canadian identity:</b> <ul style="list-style-type: none"> <li>Help students make connections between the stories they have read and the concept of identity by posing questions such as:               <ul style="list-style-type: none"> <li>What events did the author choose to share from the lives of the people?</li> <li>What made these events meaningful?</li> <li>What qualities do we admire in these people?</li> <li>How did the authors use language to express emotion?</li> <li>How do these elements contribute to the concept of identity?</li> </ul> </li> <li>Discuss how the museum curator is going to use the answers to the final response to help decide who to hire for the tour guide job for the Canadian identity display. What might the museum curator be looking for in the tour guide applicants' responses? A complete response might:               <ul style="list-style-type: none"> <li>provide examples of identity</li> <li>describe what it means to be Canadian</li> <li>reflect on how people can both remember their heritage <i>and</i> celebrate being Canadian</li> <li>use expressive and respectful language</li> </ul> </li> </ul>	<b>Student Self-Reflection - Student Page 6</b> <ul style="list-style-type: none"> <li>✓ Encourage the students to consider how well they have shared their impression of Canadian identity by:               <ul style="list-style-type: none"> <li>examining the various elements that might be included in their response</li> <li>considering the level of their response using the self-reflection tool.</li> </ul> </li> <li>✓ Specific descriptive notes can help the student decide what adjustments to make in his/her work before submitting the final task for marking.</li> </ul>
To help students with ongoing <b>reflection and goal setting:</b> <ul style="list-style-type: none"> <li>encourage students to retain their reflection page and review it prior to the start of the next performance task.</li> </ul>	<b>Student Self-Reflection - Student Page 7</b> <ul style="list-style-type: none"> <li>✓ Students reflect on their learning and set goals for another learning experience.</li> </ul>

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